



Indianapolis 500 (May 25, 2026)

TEACHING GUIDE

What? The 110th running of the Indianapolis 500, one of the most prestigious auto races in the world. 🏁

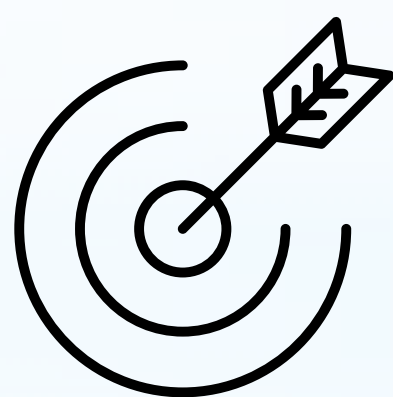
Who? 33 race car drivers who battled it out behind the wheel of IndyCars capable of speeds exceeding 350 km/h. 🏎️

Where? On the 2.5-mile (4 km) oval track at the Indianapolis Motor Speedway in Indiana, USA.

When? Sunday, May 24, 2026, during the American Memorial Day long weekend, as it has every year since 1911.

Why is it important? Because it's the oldest continuously running car race in the world!

For this activity, your goal will be to learn more about the Indianapolis 500. 🏁



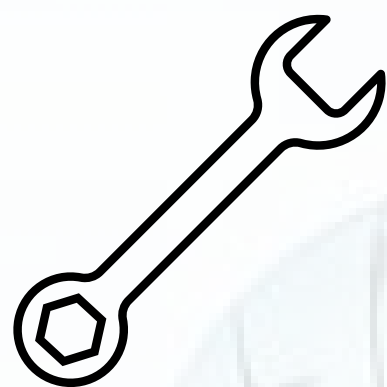
OBJECTIVES

- Discover a legendary motor race and its history
- Convert a unit of distance (miles → kilometers)
- Plan resource consumption (fuel and tires) during a race
- Understand the concept of progressive wear on equipment
- Produce a structured and engaging sports report



SUBJECTS

- **Social Studies / Geography**
 - The United States and the State of Indiana
 - Map Reading
 - International Sporting Events
- **Mathematics**
 - Converting Units of Measurement (miles ↔ kilometers)
 - Calculating Percentages
 - Successive Subtraction
 - Reading a Data Table
- **English**
 - Reading and Understanding an Informative Article
 - Writing a Sports Report



COMPETENCIES

- Search for and interpret information in an online encyclopedia
- Use a digital tool (Google Earth) to locate a place
- Read and complete a two-way table
- Perform percentage and subtraction calculations
- Produce a short and impactful journalistic text



DURATION

- Approximately 45 minutes



GETTING STARTED

- Ask the students if they have ever heard of the Indianapolis 500.
- Ask them which famous car races they know (Formula 1, NASCAR, 24 Hours of Le Mans, etc.).
- Discuss what distinguishes a race on an oval track from a race on a road course.
- Show a picture of the Indianapolis Motor Speedway and invite the students to describe what they see.
- Gather their hypotheses: how fast do they think these cars are going?



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QUESTIONS AND ANSWERS

STEP 1 — A Legendary Race. Research on Wikipedia and Google Earth to discover the history and characteristics of the Indianapolis 500. Answers to five questions.

Q1 — In 1911.

Q2 — There are 33 of them.

Q3 — The Brickyard

Q4 — The Monaco Grand Prix and the 24 Hours of Le Mans.

Q5 — Approximately 800 kilometers (500 × 1.6).

STEP 2 — Planning the Race. Completion of a fuel and tire condition planning chart for five stages of the race.

Q6 — Yes, because there are 10 liters of fuel remaining.

Q7 — No, the tires are completely worn out.

	Laps	Fuel	Tire condition
Start of the race	0	50	100%
Quarter through the race	50	40	75%
Mid-race	100	30	50%
Three-quarter through the race	150	20	25%
Finish 🏁	200	10	0%

STEP 3 — Neck and Neck. Watching of the final lap of the 2026 edition, reading of an article, and writing a sports report of approximately 100 words.

Q8 — Title may vary. E.g., "A thrilling finish!"

Q9 — Answer may vary.



WRAPPING UP

- Conduct a group review of what the students have learned.
- Discuss what surprised them most (extreme speeds, race duration, record gap at the finish).
- Ask: Why is it important for a driver to carefully plan their resources (fuel, tires) before and during a race?
- Make a connection to their everyday lives: We also plan when preparing for a long car trip, a hike, or a marathon.
- Discuss the role of teamwork between the driver and their engineers.



FURTHER EXPLORATION

 Rachel Grack. *Curious about Indy Cars*. Amicus Ink

